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CAREER EXPLORATION

A Guide for Extension Workers



PA. 531 FEDERAL EXTENSION SERVICE

U. S. DEPARTMENT OF AGRICULTURE

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FOREWORD

Helping young people work toward their individual, educational and vocational goals—whether through college and a profession, or in an immediate job—is a vital part of our Cooperative Extension Service program today. We must expand our effort in this area, especially in counties and local communities.

Extension workers should remember that there are other services such as schools and public employment services with key responsibilities in this area and who should do most of the individual counseling and guidance. However, they know their resources are very limited compared to the need, and they recognize the important role of Extension as a “catalyst” to their work and as a supplementary and complimentary agency, especially in rural areas.

Boys and girls respond well to Extension programs designed to help them with their futures. Local groups and volunteers can multiply by many times the efforts of professional workers in guiding these young people.

A THOUGHT

“Each honest calling, each walk of life, has its own elite, its own aristocracy based on excellence of performance. . . . There will always be the false snobbery which tries to place one vocation above another. You will become a member of the aristocracy in the American sense only if your accomplishments and integrity earn this appellation.”

—James B. Conant

CAREER EXPLORATION

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WHY Extension Is Concerned

SOME FACTS:

1. In the next 10 years more new workers than ever before will enter the labor force. By 1970 there will be a 46 percent increase in workers under 25 years of age.
2. Ninety percent of farm boys will have to find jobs off the farm.
3. More jobs will demand more education and training.
4. As the society and economy become more complex it is harder for young people to decide on careers. More young people must rely on professional counseling in making their choice.
5. Youth and their parents are often unrealistic in their aspirations. Prestige pressures force some youths to try college education when they are not qualified. Many other youths with above average ability are not taking advantage of important educational opportunities.
6. Counseling for youth is very limited. Rural youngsters especially do not get sufficient counsel on education and jobs.
7. Nearly 35 percent of American youth today do not graduate from high school. This figure is considerably higher in rural areas.
8. Many counselors are seeking up-to-date information about farming, ranching, and related occupations. Some more facts about employment are listed in the Appendix.

WHAT WE CAN DO:

1. Acquaint the public with what our economy will require from young people in the way of education and job training.
2. Focus attention on the expanding number of youth coming into the labor force and the educational institutions during the next decade.
3. Help young people and their parents explore the wide range of job and career opportunities and see the need for continuing education.
4. Help youth understand the functions of counseling resources available in high schools, colleges, employment services and other local agencies.
5. Help farm youth and their parents understand the opportunities for successful careers in farming, and point out the capital and managerial requirements for success.

WAYS WE CAN DO THIS:

1. Work through adult educational groups to create an awareness of the serious consequences of inadequate education and preparation, as related to the future welfare of youth.
2. Modify present 4-H and other Extension youth programs and develop new programs to include career exploration.
3. Organize and assist Rural Areas Development subcommittees on youth employment and training as a part of human resource development.
4. Help to implement the work of employment and counseling agencies through Extension's educational channels.
5. Encourage communities to take advantage of youth training opportunities becoming available through government employment and training acts.
6. Encourage land-grant universities to expand research on problems of equipping the new labor force for the changing job demands of the economy.
7. Develop a strong public affairs program. Motivate and assist key community leaders in reviewing local responsibilities for youth education and training.
8. Give guidance counselors up-to-date information on job opportunities in industries related to agriculture and home economics.



HOW to Start a Career Program

Understand Local Situation

Remember that this program requires a combination of courses of action to be effective. It goes beyond the traditional 4-H program. First, become thoroughly familiar with your local situation, the basic needs of local youth, and how these needs are being met in the county. You should know about youth training and employment opportunities in your county and elsewhere.

Your second step is to inform and sell your co-workers and your County Extension Committee or Council on the need for Extension to do something about the problem.

- Go over the situation as you know it.
- Consider objectives.
- Review career exploration guidelines.

The Committee

Since this endeavor is going to involve schools, employment services, industries, and others, it is imperative that you set up a county committee to advise you and to do a great deal of the work. You and your co-workers can judge best who should make up this committee in your county. Start where you are. If you have a youth committee on program projection or planning, perhaps they will be about what you need. Certainly the youth section of your Rural Areas Development Committee would be ideal. You will want representatives of:

- Schools.
- 4-H Leaders.
- Business and Industry.
- Other Youth Serving Organizations
- Parents
- Youth.

This committee first should “dip deeper”—further analyze the county youths’ needs and problems, as well as county resources. They should—

- Survey county resources. (See suggested county survey form in Appendix.)
- Survey youths’ needs and problems. (See suggested youth survey in Appendix.)

The committee should set up an active program to inform various publics of the facts they find through the surveys. They should inform—

- County commissioners, school boards, and other “power-structure” groups in the county
- Service clubs
- Parent-teacher groups
- Business and industry
- Youth.

To do this, you and members of the committee will need to prepare charts, slides and visuals of all kinds to help get the story across. You should also use:

- Mass media, as newspapers, radio and TV
- Meetings of all kinds
- Letters.

Develop Leadership

A major responsibility of the county extension staff and the county career exploration committee will be to develop volunteer leadership for this job. You’ll need to select, recruit, place, train, supervise, and recognize volunteers.

Besides the regular curriculum for all 4-H Club leaders—objectives and philosophy of 4-H Club work, planning, programs, understanding boys and girls, etc.—volunteers will also need training and information on:

- Needs and problems of youth in exploring careers.
- Situation or resources in the county.
- Objectives of an Extension-conducted career exploration program.
- How to incorporate career exploration into regular project work. (Project leaders especially need this.)
- Ways to make career exploration meetings interesting and appealing.

You should give these volunteer leaders at least one evening program. It might go somewhat as follows:

7:00—Get Acquainted Game.

7:15—Songs.

7:20—Introduction to topic, “Why We Are Here,” by Chairman of 4-H Policy Committee or County Extension Agent.

7:45—Movie such as one of the following:
Dynamic Careers Through Agriculture—25 min. color.
Planning Your Career—16 min. color.
Your Earning Power—11 min. color.
A Decision for Bill—24 min. color.
Discussion.

8:15—“What the Schools Are Doing and How Career Exploration Programs Can Help” by high school guidance director.

8:30—“What the Employment Service Is Doing and Need for Community Efforts,” by manager of local employment service.

8:45—“Things Project Leaders Can Do”.
Emphasize charts—study yourself, study jobs, steps to good vocational choice.

9:00—Questions and Discussion.

9:30—Adjourn.



PROGRAM IDEAS

You can conduct a career exploration program in your county in several ways, choosing programs best suited to your situation. Here are some ideas to start with. . .

1. EDUCATE THE PUBLIC regarding the local situation. Use both personal contact and mass media. You might try:

- Parent education
- Presentations before service clubs, farm organizations
- Presentations before business and industry groups
- Education and training of 4-H and other youth leaders on the subject of career opportunities.

2. HELP YOUNG PEOPLE LEARN MORE about the thousands of careers available to them. You may wish to use:

Career Exploration sessions in connection with a 4-H conference or other event. Example: Nebraska uses a day of their 4-H Club Week Program to take nearly 500 boys and girls to Omaha

on a train (orienting them on the way). There they tour various industries with the idea of exploring careers within the industry. Careers are discussed and questions asked on the return trip.

Regular series of meetings (short courses) with a local group of youth and/or parents. Example: In New York State some counties hold a series of two-hour meetings on topics such as:

- Exploring 40,000 Occupations
- Exploring My Interests and Abilities
- Things to Consider About a Career
- Deciding on a Job Now or College
- Getting a Job and Keeping It
- Sources of More Information on Careers.

A career exploration 4-H project. This would be set up as a group project with flexible requirements and a steering committee. Hold several sessions like regular 4-H meetings.

Incorporating career exploration into other 4-H project programs. For instance, in electricity, have at least one session on exploring careers in the electric field. On a dairy tour, consider not only production practices but look at occupations in the field.

Individual counseling. It is natural for young people to ask questions in this area. Be prepared to give good answers or refer them to someone who will have good answers.

Career Days or Nights. Career Nights are more likely to get parents involved along with young people. This event may be sponsored by Extension, schools, service clubs, employment agencies, or other groups.

3. CONVERT OTHER ACTION PROGRAMS into youth employment experiences.

- Schools, short courses, and 4-H projects such as in Michigan, New Hampshire, Missouri, teach youth what they need to know to work in tourist resorts, hotels, and motels. Hundreds of youth and young adults take this training and get summer jobs.
- Child care 4-H projects emphasize babysitting for older girls, helping many get their first jobs.
- More intensive training than regular 4-H projects—in carpentry, electric wiring, appliance repair, concrete mixing, etc.—makes youth more employable. The Rock Eagle, Georgia, 4-H training center has done this.

- Stepped up 4-H Farm Tractor and Machinery Care programs, also Automotive Care and Safety programs, have helped some 4-H boys prepare for apprentice-type employment with implement dealers, service station operators, and garage mechanics.
- Some members of 4-H Saddle Horse clubs are employed with riding stables in the peak summer season.
- The 4-H Dog Care and Training project has helped youngsters get part-time jobs with dog kennels or set up their own service, keeping dogs for vacationers.
- The Plan and Plant for Beauty, and Home Grounds Improvement projects qualify their members to maintain lawns and care for gardens for extra income.
- Other 4-H programs, such as Town and Country Business, Poultry, etc., are introducing employer and youth and getting each interested in the other.
- Some experimental programs, such as one in Missouri, set up employment for a group of youth in retail trade before they are enrolled in a project to study food and fiber marketing and handling.
- Personal development programs put a great deal of emphasis on clothing and grooming and how to apply for a job.
- The Extension Service itself employs many deserving rural youth to help in 4-H Club camps, county and state fair conferences.



Making Meetings Interesting

Most young people like a program that will help them explore careers, but they will lose interest if the meetings are not kept lively and full of fun and activity. In fact, the *method* of working with teenagers is more important than the *subject matter* in keeping their interest. Here

are some ways that you and your local leaders can keep young people interested.

1. **Involve them in planning the program.**
 2. **Involve them in carrying out the program.**
- Let them. . .

- Preside

- Lead singing
- Contact resource people, order films, secure books and pamphlets
- Actually present the subject matter through—
 - Talks and reports
 - Demonstrations
 - Panels
 - Symposiums
 - Debates
 - Skits
 - Role Playing
 - Small discussion groups.

3. Keep meetings informal. Have few, if any, speeches or talks. Use adults to stimulate interest, answer questions, and correct any errors in the facts given by youth.

You and your local leaders can make career exploration meetings interesting by using—

- Discussions
- Illustrated talks
- Panels or symposiums
- Debates
- Exhibits.
- Games.

USE DISCUSSIONS

Here are three sample case studies of the kind that will stimulate young people to discuss careers from a personal viewpoint.

Case 1: Ralph's mother always wanted him to be a chemist like his father. Ralph, however, disliked stirring solutions and pondering over formulas and molecules. His interests were with people; he was friendly and was well liked by everyone. To please his mother, however, he studied chemistry in college, and almost flunked out, much to the distress of his mother. An interest inventory confirmed his interest in people. He was advised to study law. Law was easy for him, and he eventually graduated with honors. Although Ralph's mother still wished her son had followed in his father's footsteps she realized that law was what he really wanted to study. While Ralph would have been a poor chemist he showed great promise as a lawyer.

Questions:

1. How much should parents influence their children's choice of a career?

2. What are some ways youth might influence parents to change their minds about what they want their children to do?

3. Can parents influence their children's career choice without openly saying much about it?

4. What is the parents' role in helping children choose a career?

Case 2: Bob and Ray were life-long friends. Bob liked engineering, while Ray favored the wide-open spaces. Nevertheless, because Ray wanted to be with Bob he enrolled in engineering school. Bob got all A's and B's in his school work, while Ray just managed to pass enough subjects to stay in school. After one year of engineering, Ray decided that he was no longer interested in engineering or in Bob's choice of a career and decided to follow his own interest. When graduation day finally came for both boys, Bob took a job with an engineering firm and Ray became a forester in a national park. Ray is extremely happy working with people outdoors, in a career based upon his own interest.

Questions:

1. Do friends often influence the choice of a school or even career? Is this good or bad?

2. How can close friends help one another in a career choice?

Case 3: When their parents died, twins George and Bill were separated from each other at an early age. While both boys grew up in average homes, George was content to take a job in a shoe factory. Bill on the other hand utilized his potentials to the fullest and eventually was made president of his firm. On an inspection trip to a northern city shoe factory, Bill met the twin brother he had not seen since childhood. While there was a great rejoicing at the reunion, the difference was plain. Both boys had the same mental opportunities in life, but Bill had taken full advantage of them. George had short-changed himself.

Questions:

1. Do you know of anyone like George?
2. How can a person determine his potential?
3. Does reaching the highest potential always insure greatest happiness?
4. When is it "too late" to change career plans?

USE ILLUSTRATED TALKS

You can base these talks on charts and facts about employment (included in the Appendix) to introduce phases of the career exploration program.

USE PANELS

- Of young people who have interviewed people in different careers.
- Of people working at different careers.
- Of people working in personnel offices, employment offices.
- Of parents on how they help their children choose careers.

USE DEBATES

- A certain career is more satisfying, challenging, or exciting than another one.
- Parental influence should or should not be a major factor in selecting a career.
- Careers in larger cities are more desirable than those in the country or small towns.
- Career exploration is just as important for girls as it is for boys.

USE EXHIBITS

Let committees or individuals work on exhibits that tell about various careers.

USE GAMES

Games played at meetings can point up facts about careers in an enjoyable way that helps make the facts more memorable.

1. "Get Acquainted Quiz". Especially good for Parents' Night. While a group is gathering at a meeting, they can get acquainted, have fun, and get "set" for career exploration discussions with this game. The object is to fill in the name of someone each statement applies to. The one who gets the most names filled in is the winner. You can mimeograph the statements below or similar sentences on sheets to hand out as people come in to the meeting.

- (a) Decided at an early age that he would do what he is now doing.
- (b) Has three or more in the family working outside the home.
- (c) Would rather be doing something other than his or her present occupation.
- (d) Works in a field of agriculture other than farming.
- (e) Has changed jobs more than once.
- (f) Knows that there are over 40,000 different ways of making a living.
- (g) Knows the location of the nearest employment agency.
- (h) Works at a job that did not exist 10 years ago.
- (i) Hires people to work for him or her.
- (j) Has changed jobs because one formerly held has become obsolete.

Each item of this "get acquainted" game points up a significant fact that can lead to interesting discussion. For instance, item (a) might show that most people do not go into the jobs they thought they would when they were younger. A young person should investigate more than one career that he thinks he will be interested in. It is certainly better to change one's mind than to work a lifetime at a job one dislikes.

(b) Many families have three or more members working outside the home. It is predicted that by 1965, 75 percent of all women over 35 will spend much of their lives working outside the home. One expert says that any girl under 15 years of age today can expect to spend 25 years of her life working outside the home.

(c) It is not unusual to wish you were in some other kind of work; about 50 percent of people do.

(d) About 43 percent of the 65,000,000 working force are in agriculture or some related occupation.

(e) About 90 percent of people have changed jobs more than once. This is no disgrace, but it is increasingly important to train for a specific type of job and to recognize possible job changes. Some jobs are good training for others. In the future this will be even more prevalent, especially in industry, as new products replace old ones so fast that entire industries will change to others in a relatively short time.

(f) Thousands of new jobs are being created every year. This rate, too, will speed up in the future.

(g) There are about 1,800 U.S. Employment

Agencies. All stand ready to serve, but can help only those who ask for help.

(h) Many people are aware that their jobs did not exist 10 years ago, but could they list as many as 15 other jobs that did not exist then?

(i) The person who hires other people to work for him should be most interested in a career exploration program, since this is one way to alert young people with good potential to possible opportunities, or get them started into proper training.

(j) Jobs do not become obsolete nearly as fast as new ones are created. But in some fields, like farming, there are far fewer jobs than there used to be.

2. **"What's My Line?"**, a takeoff on the TV show, is fun in meetings of young people exploring careers. One person selects a career and lets the group know what it is. Then a panel of "specialists" asks questions, getting yes or no answers until they guess the career chosen.

3. **"Twenty Questions."** One person thinks of a

certain career and the group takes turns asking questions and guessing what it is. The group wins if they get it with 20 questions or less.

4. **"This Is Your Career."** Taken from "This Is Your Life". Prepare a "This Is Your Career" script outlining what a person has done. This can be done to honor a person in the community and feature his or her career as a good one to learn more about. A committee will enjoy working out the script.

5. **A Career Masquerade.** Each person comes to the meeting wearing at least one piece of clothing that signifies a specific career. Let each person write down what he thinks others represent.

6. **A Career Pantomime.** Let members of the group set up a scene that implies a certain career and see if the group can guess it.

7. **Commercial Games.** There are games you can buy on the subject of careers. One of these would make a good door prize or gift in a career exploration group.



A CONFERENCE for Exploring Careers

Conferences can be valuable as a part of a broad career exploration program. They are seldom of real help to young people when used alone. The purposes of a career exploration conference are to:

1. Create an awareness of the importance of youth taking this decision seriously.
2. Create an awareness of many occupational opportunities available.
3. Show sources of help and guidance in various occupational fields.
4. Give information on specific vocations, including job descriptions, requirements, rewards of a particular career, education needed and how to get started in a chosen field.

5. Give young people the practical business viewpoint on employment conditions and job opportunities in local business and industry.
6. Give businessmen a chance to offer a service to educators and to meet and talk with boys and girls who will be their future employees.

A typical program consists of a general session and separate sessions.

THE GENERAL SESSION—for boys and girls, parents and 4-H leaders, features a brief inspirational talk on choosing a vocation. County agricultural agent, acting as chairman, greets parents and youth, explains purpose of Career Conference and introduces speakers and guests. The speaker might be—

- Leading local businessman
- High school, college or employment service guidance person
- A local minister
- Other good speaker who can inform and inspire.

The speaker gives a brief, inspirational talk, on the conference theme, keynoting the session. He stresses the importance of educational preparation for a vocation, freedom of opportunity in choosing a career and succeeding in it.

SEPARATE SESSIONS—A sheet is distributed, listing vocational groups, meeting room numbers, 4-H leader-chairmen, and resource persons. Audience adjourns to separate sessions. Here specialists in their fields discuss vocational opportunities—youth and parents attend discussions of their choice.

Steps in Conducting a Conference

FIRST STEP—Outline plans for the conference and present to the county 4-H Club committee for their suggestions and approval.

SECOND STEP—Form a Career Exploration Conference Committee of about 10 persons from—

- Schools
- Employment office
- Service clubs
- Businessmen's associations
- 4-H leaders
- Boys and girls
- Extension Service.

A school guidance person or employment office person may serve as consultant.

THIRD STEP—Plan details. The planning committee will need to:

1. Decide time and place.
 - An evening meeting is suggested, to include parents as well as boys and girls.
 - The program will require a building with a room large enough to accommodate all of the group for the general assembly plus enough separate rooms for each career discussed.
2. Select a theme, such as "Youth Looks to the Future."
3. Select a main speaker to address the general assembly session opening the conference. Select resource people to represent vocational fields available in the community.

In many cases the committee may be tempted to ask youth what vocations they want discussed. This is only one way of doing it. This is a career *exploration* conference and young people and parents may be perfectly willing to explore almost any career, especially those common in the area.

Youths need to be motivated to explore careers that they may not know about or think they will not be interested in.

Plan so that there are not less than 5 nor more than 25 in each career group.

Speakers should be experienced and well informed on vocational opportunities in their fields and be able to interest youth. Contact these resource persons personally, followed by a written certification of arrangements from the committee chairman.

FOURTH STEP—Arrange for speaker and resource people to receive instructions before they prepare for the conference.

1. Send each of these people a suggested discussion outline, such as the one on page 13, with a covering letter.
2. You may hold an orientation meeting to explain the purpose of the program, scope of their topics, time limits, question period and other details.

FIFTH STEP—Inform youth and parents of the opportunity to attend. You can announce the conference through newspapers, radio, 4-H Clubs, schools, etc.

SIXTH STEP—Provide complete information on the conference to 4-H leaders. Their enthusiasm is vital to the success of the program. Leaders must be prepared to assume their responsibilities. Choose a leader to be in charge of each career session, to act as chairman, introduce the resource person, and help guide the discussion.

SEVENTH STEP—Have leaders enroll their members and parents in the conference.

EIGHTH STEP—Plan publicity well in advance.

1. Send a story to local newspapers and radio stations when Career Conference Planning Committee is formed and initial plans are made.
2. Send announcements of speakers to local papers and radio stations.
3. After conference send follow-up story with pictures to papers. Also send story to radio stations.

NINTH STEP—Follow-up.

Local conditions will determine several follow-up projects that you may want to carry out with youth and 4-H leaders in your community. Here are some suggestions:

1. *Business-Industry-Education Day*, sponsored by local business or industrial association, provides an opportunity for 4-H leaders to tour business and industrial establishments, meet with top management, and discuss business policies and practices.
2. *Tours for Student Groups*, which can be included as part of the career exploration programs in the local clubs.

3. *Motion Pictures*, telling the story of free enterprise or explaining the operation of our economic system, are available for 4-H Clubs.

4. *Career Opportunities Newspaper*—provided by local companies or printed in a weekly or monthly newspaper column.

5. *Occupational Information Service*—set up by businessmen in cooperation with vocational advisors. Valuable guidance can be given youth who are preparing for careers in business and industry. Businessmen may also maintain an information service for clubs on job opportunities available in your town.

For Resource People . . . A Suggested Guide for Career Day Discussions

I. Description of the Vocation

- A. Nature of the work—hours, working conditions
- B. Attractive features—associations, social status, pensions
- C. Undesirable features—hazards, strains
- D. Present outlook—demand and supply.

II. Requirements of the Vocation

- A. Education and Training—amount, nature, time, expense
 1. School subjects most essential
 2. Skills and abilities most needed
 3. Recommendations of where to obtain training, credentials, licenses.
- B. Personal qualifications
Mental ability, personality types, special interests, appearance, age, sex, ability to get

along with people, ability to follow directions, ability to lead other people, common sense or good judgment, orderliness, system and neatness, initiative, resourcefulness, punctuality, perseverance, industry, thoroughness.

C. Physical qualifications

Any special demands upon health, nerves, lungs, feet, endurance, vision.

III. Rewards of the Vocation

- A. Financial—pay scale or responsible income
How paid—salary, commission, wage, bonus
- B. Security—pensions, retirement allowance, tenure
- C. Possibility of transfer to related vocations
- D. Opportunity for advancement—promotions
- E. Personal—service to others, associations, prestige, self-expression.

APPENDIX

MORE FACTS ABOUT EMPLOYMENT

In the big field of exploring careers with young people, there are many important facts about employment that Extension workers should understand as background information. These facts, based on research, will also supply material to trigger discussions, debates, panels, exhibits. . . .

- There are 40,000 different kinds of possible job classifications, but 50 percent of high school students limit their preliminary choice to only 16 occupations.

- More jobs these days are demanding special education, particularly in the area of post high school but less than college.

- Promotions are more restricted. The first step up from worker to foreman is becoming harder each year.

- Young people tend to choose a company rather than a job. This may be because young people lack information about job opportunities and lack self-understanding. Since companies often have hundreds of different jobs to choose from, the young job seeker may feel that the large company offers a greater chance for advancement, but may not realize there is also greater competition.

- People tend to choose a job without recognizing the personal characteristics it requires. Up to 90 percent of persons who are unable to get jobs, who do not advance, or who are job failures are in trouble because of personality or character problems—not from lack of skill, performance, or knowledge.

- Youth needs to prepare for changes. Our economy is not static—we need to be ready to shift to other occupations as some become obsolete because of technical advances. Workers need broad, flexible training rather than training for a single, highly specialized job.

- Boys and girls are asking for help. In an Iowa survey of high school students, half indicated they were concerned about their occupational futures. Here are some selected results of that survey:

60 percent asked—How much ability do I actually have?

51 percent asked—Am I likely to succeed in the work I do when I finish school?

45 percent asked—What jobs are open to high school graduates?

42 percent asked—What are my real interests?

41 percent asked—What courses will be most valuable to me later on?

40 percent asked—Do I have the ability to do college work?

40 percent asked—What shall I do after high school?

40 percent asked—For what work am I best suited?

36 percent asked—How do I go about finding a job?

27 percent asked—Where can I go for help in finding a job?

32 percent asked—What kind of job should I apply for?

21 percent asked—How can I prepare for a job interview?

19 percent asked—How can I write good letters of application?

- Employers do not want young people to say “I’ll do anything!” They ask them:

“What can you do best?”

“What do you want to do?”

“What are your occupational goals?”

“Can you do the job?”

- Many young people are tragically unrealistic in their occupational goals. Americans tend to glorify white collar jobs. A Missouri survey showed that one-third of high school seniors intended to enter professions, yet on the average only 20 percent will ever go to college. Still fewer will graduate from college, and then they will compete for professional jobs now available for only 7 percent of the working population.

These were student preferences:

	Percent
Professions -----	33
Business -----	15
Agriculture -----	15
Industry -----	2
Undecided -----	35

Notice that although most of these seniors were about to start competing with the 1,750,000 young people who annually enter the labor market, 35 percent of them had *no definite work plans*.

● A national poll of 34,000 boys and 38,000 girls showed that they preferred the following choices of occupations:

Occupation:	Boys (percent)	Girls (percent)
Profession -----	33	39
Trades, industries-----	20	1
Agriculture, fishing-----	10	1
Government services-----	7	1
Recreation, social work-----	7	3
Sales work-----	5	2
Office—clerical -----	5	29
Protective service-----	2	0
Housewife only-----	--	8
Miscellaneous -----	1	7
Unwilling to guess-----	10	9

● Another study of 10,000 boys showed that even among students who had “failed” two years of high school, 13 percent chose engineering, 9 percent law, 8 percent education, and 7 percent medicine as their vocational goals.

● A study of Long Island college students showed that:

37 percent intended to enter vocations involving subjects in which their grades are low.

50 percent of these who intended to be physicians or dentists had grades too low to admit them to medical school.

● Why is a sound vocational choice of concern to society? Job selection by chance, rather than choice, is costly. Only about one-half of American workers today entered their jobs by choice—the other half entered by chance or sheer necessity. Turnovers cost the employer about \$350 per man in time lost and reduced efficiency of his replacement.

One study showed that people had these attitudes toward their jobs:

	<i>Wanted change (percent)</i>	<i>Satisfied (percent)</i>	<i>Depends (percent)</i>
Men -----	43	38	19
Women -----	37	43	20
Professional -----	29	53	18
Factory workers -----	62	21	17

● Some shortage fields for high school graduates (1960):

Toolmaking	Stenography
Mechanical Repair	Typing
Construction Workers	Hospital Attendants

● Some shortage fields for college graduates (1960):

<i>For boys</i>	<i>For girls</i>
Agriculture	Teaching
Engineering	Nursing
Science	Library Work
Mathematics	Social Service
Medicine	

● You, as an extension worker helping boys and girls explore career possibilities, will be asked for specific advice in many cases. Here are some of the factors you might keep in mind in advising youngsters—

—They can cut down on the trial and error method of choosing a career by *planning*. Unless they plan, they may drift into work where they’ll be less satisfied.

—They should consider many fields before choosing one. They should always have an alternative vocational plan.

—Young people choose a way of life as well as a job. Different jobs offer different ways of life. The forester, the laboratory technician, the salesman, all have quite different job settings.

—The larger the occupational area, the better it is in terms of getting a job.

—If there is a choice between a steady or a temporary job, it is usually best to take the steady one.

—A job with normal hours is best, if possible.

—Beginning salaries aren’t always the most important consideration.

—Some jobs can be done in many geographic areas. Some, such as nursing, are in demand everywhere.

—A battery of vocational tests may uncover special abilities, helping the young person decide on a career.

—Youths should consider their interests as well as abilities in choosing a career. Engineers, surgeons, pharmacists, and accountants need many of the same abilities, but have different interests.

—Young people can work in the summer to try out their interests, to learn working conditions, and to grow up as well as earn money.

—Encourage young people and their parents to take full advantage of vocational guidance services and training opportunities through schools, colleges, employment services and other agencies.

CAREER EXPLORATION SURVEY

The information you'll have after filling in this form will help you and your committee understand more about the career needs of your local young people. A second questionnaire form, for young people to fill in themselves, follows this one.

This kind of survey will be particularly valuable to a local Rural Areas Development committee working on youth employment problems.

1. Number of pupils enrolled in high schools:

	<i>Class</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
(a)	Freshman _____	_____	_____	_____
(b)	Sophomore _____	_____	_____	_____
(c)	Junior _____	_____	_____	_____
(d)	Senior _____	_____	_____	_____

2. High School drop-out rate:

(a) Number of pupils entering high school as freshmen 4 years ago:

Boys _____; Girls _____; Total _____.

(b) Number and percent of above who have dropped out of school:

	<i>No.</i>	<i>Percent</i>
(1) Boys _____	_____	_____
(2) Girls _____	_____	_____
(3) Total _____	_____	_____

3. College entrance rate:

(a) Number of pupils graduating from high schools last year:

Boys _____; Girls _____; Total _____.

(b) Number and percent of above who are now in college:

	<i>No.</i>	<i>Percent</i>
(1) Boys _____	_____	_____
(2) Girls _____	_____	_____
(3) Total _____	_____	_____

4. Number of high school pupils, if any, now enrolled in each of the following courses:

	<i>Male</i>	<i>Female</i>	<i>Total</i>
(a) Vocational agriculture _____	_____	_____	_____
(b) Vocational home economics _____	_____	_____	_____
(c) Trade and industries _____	_____	_____	_____
(d) Business courses _____	_____	_____	_____
(e) Distributive education _____	_____	_____	_____
(f) Academic—preparatory for college _____	_____	_____	_____
(g) Other vocational courses (specify):			
_____	_____	_____	_____
_____	_____	_____	_____

5. Adult education: number of adults, if any, enrolled in each of the following vocational training courses:

	<i>Male</i>	<i>Female</i>	<i>Total</i>
(a) Vocational Agriculture_____	_____	_____	_____
(b) Vocational home economics_____	_____	_____	_____
(c) Trades and industries_____	_____	_____	_____
(d) Business courses_____	_____	_____	_____
(e) Distributive education _____	_____	_____	_____
(f) Other adult vocational courses (specify):			
_____	_____	_____	_____
_____	_____	_____	_____

6. Vocational guidance and counseling services available (describe):

7. Major destination points for out-migrants leaving the county or area (city and State):

8. Number of young people enrolled in:

	<i>Male</i>	<i>Female</i>	<i>Total</i>
(a) 4-H Club work _____	_____	_____	_____
(b) FHA _____	_____	_____	_____
(c) FHA _____	_____	_____	_____
(d) Scouts_____	_____	_____	_____
(e) Other young people's organizations (specify):			
_____	_____	_____	_____
_____	_____	_____	_____

(You or your Careers Committee may want to use a form like this to get background information directly from your local young people.)

DO YOU HAVE A CAREER PLAN?

County -----

Age-----

Boy or Girl-----

Grade in school-----

1. Have you decided on a vocation?

Check one.

(a) ---- Yes, definitely know what I want to do.

(b) ---- Yes, fairly certain what I want to do.

(c) ---- No, have little idea.

(d) ---- No, have no idea.

2. If you check either "yes" answer, what work do you plan to do?

3. Is training beyond high school needed for the work you think you would like *best*?

(a) ---- Yes, definitely.

(b) ---- Yes, desirable but not essential.

(c) ---- No, not needed.

(d) ---- Don't know.

4. Do you think it will be practical for you to plan to get further training beyond high school?

(a) ---- Yes.

(b) ---- Probably yes.

(c) ---- Probably no.

(d) ---- No.

5. Might any of the following prevent your getting further training?

(a) ---- Parents disapprove.

(b) ---- Training would cost too much.

(c) ---- High school grades not high enough.

(d) ---- Don't know how to go about getting training.

(e) ---- Have to go into armed services.

(f) ---- Others: What?-----

6. Do you want to get additional schooling after high school?

(a) ---- Yes.

(b) ---- Probably yes.

(c) ---- Probably No.

(d) ---- No.

7. If you check either "yes" answer in 6, check the *one* kind of training you would like to get.

(a) ---- Business school.

(b) ---- Nurses training.

(c) ---- 2 yr. special agriculture course.

(d) ---- Technical or trade school.

(e) ---- Beautician school.

(f) ---- 4 yr. college (or more).

(g) ---- Other: What?-----

SOURCES OF CAREER INFORMATION

American Personnel and Guidance Association
1605 New Hampshire Avenue NW.
Washington 9, D.C.

Bureau of Employment Security
U.S. Department of Labor
Washington 25, D.C.

National Committee on Employment of Youth
419 Park Avenue South
New York 16, N.Y.

Division of Vocational Guidance and Counseling
Office of Education
Department of Health, Education, and Welfare
Washington 25, D.C.

Career Information Service
New York Life Insurance Company
51 Madison Avenue
New York 10, N.Y.

Career Research Associates
Chilton and Company, Book Division
Philadelphia, Pa.

American Council on Education
1785 Massachusetts Avenue NW.
Washington 6, D.C.

College Entrance Examination Board
425 West 117 Street
New York, N.Y.

Education Department
National Association of Manufacturers
2 East 48 Street
New York, N.Y.

National Association and Council of Business Schools
Suite 407
2400 Sixteenth Street NW.
Washington 9, D.C.

U.S. Civil Service Commission
Washington 25, D.C.

Offices of Resident Instruction

Colleges of Agriculture, Forestry, and Home Economics

State Departments of Education

Cooperative Extension Work: United States
Department of Agriculture and State Land-Grant
Colleges and Universities Cooperating.

Your County Extension Program for Career Exploration

- **Organize Committee**
- **Involve Leadership and Youth**
- **Draw on Resource Leaders**
- **Launch Active Program**
- **Review and Expand Program**